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17. ABSTRACT (MAX. 200 WORDS)

The purpose of this study was to ascertain similarities and differences in business-teacher education programs in accredited colleges and universities of Pennsylvania. Offers recommendations on business-teacher education facilities, enrollment, equipment, curriculum content (six recommendations) and student teaching program.

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A SURVEY OF BUSINESS-TEACHER EDUCATION IN PENNSYLVANIA

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HE7466

The Problem

The object of this study was to ascertain the similarities and differences which existed in the business-teacher education programs in the accredited colleges and universities of the Commonwealth of Pennsylvania.

Procedure

The procedure involved an examination of professional literature on business education. A questionnaire, revised in accordance with the suggestions of 24 national leaders, was sent to the heads of the 28 accredited business-teacher education institutions in Pennsylvania. Twenty-seven responded.

Summary of Findings

A. Business-Teacher Education Institutions

1. On the university level, business-teacher education was offered by four institutions in their College of Education; in the colleges, it was taught in the Department of Business Education.

2. Eighty-three percent of the institutions began specialization in the freshman and sophomore years.

3. Fourteen, or 60 percent, offered a secretarial program for students not taking business-teacher education.

B. Enrollment

1. The total number of students majoring in business education was 1844, or 2.9 percent, of the total enrollment of 63,583 for the year ending June, 1955.

2. The total number of graduates prepared to teach business subjects in June, 1955, was 307.

3. In June, 1955, the total number of graduates who accepted business teaching positions in Pennsylvania was 190; outside Pennsylvania, 39 or 13 percent, of the total graduated.

4. Fifty, or 16.3 percent, accepted employment in business.

C. Faculty

1. The faculties of the 23 institutions in Pennsylvania that offered business-teacher education consisted of 60 percent full-time instructors; 40 percent, part-time.

2. The title most frequently used for the person in charge of the business-teacher education department was "chairman."

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3. Of the 102 faculty members, 30 percent held a Master's degree plus an additional year of study; 23 percent, Ph.D. or Ed.D.; 13 percent, B.S.; 4 percent, C.P.A.

4. Ninety-four percent of the faculty had had business experience; 64.6 percent, public school experience.

D. Equipment

1. The total number of typewriters in the 23 institutions was 913 standard, 77 electric, 4 portable, 9 noiseless. This number ranged from 20 in two institutions to 110 in the one having the most. The average number of standards was 40.

2. Of the 77 electric typewriters used, one institution used 15; another 12; two institutions 8 and 9 each; 16 institutions had less than 4; three had none.

3. The key driven calculator was the most commonly used office machine, 97 having been found in the 22 reporting institutions.

E. Curriculum Content

1. The most popular combination of subjects taught--secretarial, general business, accounting, and selling--appeared in 14, or 61 percent, of the institutions.

2. Work experience programs were most generally found in the junior and senior years.

F. Student Teaching

1. The number of semester hours required of student teachers varied from 6 to 12.

G. Requirements for Graduation from Shorthand and Typewriting Courses

1. Seventy percent of the institutions required a minimum speed in shorthand of 100 words per minute for 5 minutes, with 95 percent accuracy.

2. In typewriting, the minimum requirement was 50 words per minute for 5 minutes.

H. Comments on Business Education

1. In the past five years, 9 of the 28 institutions added 8 new courses; one included business education for the first time.

2. In the same period, six institutions discontinued 9 courses.

3. The strongest features of the program were: relatively small classes, an alert, competent faculty, and diversified curricular offerings.

4. The shortcomings noted were: inadequacy of equipment, housing and staff, lack of facilities for student teaching, small number enrolled.

I. Degrees Available

1. The average number of semester hours required for the baccalaureate degree in business education was 128.

2. Only 10 of the institutions granted graduate degrees in business-teacher education.

Recommendations

A. Business-Teacher Education Institutions

1. Existing facilities should be expanded to meet the demand for business teachers.

B. Enrollment

1. More students should be guided into business-teacher education.

C. Equipment

1. Office practice and typewriting rooms should be equipped with modern machines.

D. Curriculum Content

1. Business teachers should be certified to teach several business subjects.

2. Training in methodology should be extended.

3. Supervised business experience, carrying college credit, should be a prerequisite to teaching.

4. More than 30 semester hours should be required for certification to teach business subjects.

5. Specialization should begin in the freshman year.

6. Courses dealing with general business should be stressed.

E. Student Teaching

1. Student teachers should carry an all day teaching program and be given responsibility for classroom problems.